



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# **Indiana's Teen Dating Violence Educational Materials Review Rubrics**

## Guideline 1: Develop prevention strategies that promote protective factors.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Promote the development of healthy sexuality?	Program focuses almost entirely on sexual behavior to be avoided.		Program partially addresses the promotion of healthy sexuality, but still mostly focuses on sexual behavior to be avoided.	Program addresses the complexity of human sexuality and consensual sexual activity in a positive manner.	
b. Promote the development of healthy relationships?	Program focuses almost entirely on problematic relationship dynamics, or the avoidance of hurtful interpersonal behavior.		Program partially addresses the promotion of healthy relationships, but still mostly focuses on problematic relationship dynamics, or the avoidance of hurtful interpersonal behavior.	Program promotes connections between people that enhance well-being and positive self-concepts, in addition to increasing personal safety.	
c. Seek to foster socially just communities and institutions?	Program only addresses dating, intimate partner, and/or sexual violence, and is not informed by a social justice perspective.		Program acknowledges or partially addresses how its purpose is connected to a range of positive social outcomes, such as gender equity, racial equality, and economic justice.	Program demonstrates how its purpose is connected to a range of positive outcomes, such as gender equity, racial equality, and economic justice.	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: positive relationships (Nation et al, 2003). Other protective factors against dating, intimate partner, and sexual violence perpetration include equitable communities and institutions and economic opportunities and poverty reduction. Promotion of healthy sexual behavior is also a protective factor against victimization and perpetration. (Centers for Disease Control and Prevention).

## Guideline 2: Develop prevention strategies that strive to be comprehensive.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Address multiple levels of the social ecology?	Program works at one level effectively, or covers two levels in an incomplete manner.		Program works at two levels effectively, or covers more than two levels in an incomplete manner.	Program works at 3 or more levels effectively.	
b. Work in multiple settings with (a) given level(s) of the social ecology?	Program is based in one setting within a given level of the social ecology.		Program is based in 2-3 settings within a given level of the social ecology.	Program is based in numerous settings within a given level of the social ecology.	
c. Address a common set of risk and protective factors across prevention activities? (define risk and protective factors addressed)	Program fails to address, or only minimally addresses, a common set of risk/protective factors across prevention activities (e.g. it is difficult to determine connected themes in the content within and across levels of the social ecology).		Program adequately addresses a common set of risk/protective factors across a segment of prevention activities (e.g. content within and across levels of the social ecology is somewhat connected—late lessons in a curriculum reference former lessons, or the message of a poster campaign is consistent with training for youth leaders in a given setting).	Program adequately addresses a common set of risk/protective factors across all, or almost all, prevention activities (e.g., content within and across levels of the social ecology is all addressing a set of common themes—curricula content, parent/teacher/youth leader training, media, and changes in institutional policy are all designed to impact a manageable set of risk and protective factors.	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: comprehensiveness (Nation et al, 2003).

### Guideline 3: Develop prevention strategies that are concentrated, and can be sustained and expanded over time.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Emphasize high contact/exposure with participants within a limited timeframe?	Program provides a single opportunity, or a few opportunities, for message exposure with the same group of participants (e.g., one-time prevention activities, such as assembly presentations, proclamations, etc.)		Program provides several opportunities for message exposure with the same group of participants (e.g., 3-5 activities with a specific population and setting over a one-year period).	Program provides many opportunities for message exposure with the same group of participants within a concentrated timeframe (e.g., 8-10 activities with a specific population and setting over a three-month period).	
b. Include follow-up activities connected to the theme/content of the original programming?	Program provides no reinforcement or follow-up.		Program provides minimal follow-up activities (i.e. sending posters to a school where a multi-session educational program was conducted).	Program provides numerous follow-up activities that are specific and purposeful (e.g., guided opportunities for participants to develop their own prevention activities based on prior information).	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: sufficient dosage (Nation et al, 2003).

## Guideline 4: Develop prevention strategies that use varied teaching methods to address multiple learning processes.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Use active and interactive approaches to engage multiple learning styles?	Program uses formats where group participation is not promoted or easily achieved, and where only one or a few learning styles are taken into account.		Program uses varying formats, and includes some opportunities for group participation (e.g., educating a school's faculty and staff about a new policy through in-service trainings and an article in a newsletter, as well as interactive exercises in an in-service training).	Program uses a highly engaging format (e.g., designed to facilitate the adoption of new attitudes/beliefs/knowledge through visual, auditory, kinesthetic, and experiential approaches) where group participation is highly valued and frequent.	
b. Provide opportunities for the development of new skills?	Program does not provide any opportunities, or only provides minimal opportunities, to acquire and practice new skills.		Program provides some opportunities for acquiring new skills, including time for processing potential outcomes of skill application (e.g., a training curriculum for peer educators contains a session where participants role-play bystander intervention scenarios).	Program provides frequent opportunities for acquiring new skills, including time for processing outcomes of skill application (e.g., a training curriculum for peer educators contains numerous sessions where participants role-play bystander intervention scenarios and create a personal "plan of action" to use whenever they identify an at-risk situation).	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: varied teaching methods (Nation et al, 2003).

## Guideline 5: Develop prevention strategies based on logical, purposeful rationale.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Address the prevention of dating/intimate partner/sexual violence from a common causal foundation?	Program does not appear to be based on any identified causal foundation, or program is based on a causal foundation that is not well-established.		Some program components appear to be based on a sound causal foundation.	All program components are based on a sound common causal foundation.	
b. Use scientific and/or community-based participatory research to justify the prevention strategies chosen to address the common causal foundation?	Program does not use any scientific and/or community-based participatory research to justify the prevention strategies chosen to address the identified common causal foundation.		Prevention strategies chosen to address the identified common causal foundation are informed by scientific and/or community-based participatory research, but it is somewhat difficult to determine how this research is connected to program components and activities.	The prevention strategies chosen to address the identified common causal foundation are fully vetted by scientific and/or community-based participatory research, and the manner in which the research is connected to program components and activities is clear.	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: theory-driven (Nation et al, 2003).

## Guideline 6: Develop prevention strategies that are developmentally appropriate.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Address risk and protective factors prior to the developmental state in which a problem behavior typically emerges?	Program focuses on risk and protective factors relevant to older adolescents or adults.		Program works with more than one age group, including focusing on risk and protective factors relevant to early adolescents or younger.	Program works with a variety of age groups, and particularly focuses on risk and protective factors relevant to young children.	
b. Tailor content and format to be developmentally appropriate?	Program content and format reflect a “one-size-fits-all” model in that they are not tailored, or easily adapted, to the intellectual, cognitive, and social developmental of any given group.		Program content and format has been somewhat modified to fit the target groups that most frequently participate in the program (e.g., program uses the same materials and methods when working with both middle and high school students, and somewhat modifies the high school language and concepts for middle school students).	Program content and format has been tailored to fit all target groups that participate in the program (e.g., program uses one set of materials and methods when working in day care, and a different, but connected, set of materials when working with middle school students, and still another set when working with high school students).	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: appropriately timed (Nation et al, 2003).

## Guideline 7: Develop prevention strategies in consideration of the diverse cultural beliefs, practices, and community norms of program participants.\*

Does the program...	Low		Moderate or Mixed	High	
	1	2	3	4	5
a. Appropriately address the range of cultural beliefs, practices, and norms within a given set of participants?	Program content and format are narrow and operate from one set of beliefs, practices, and norms. Feedback from outside of this perspective is never/not usually incorporated into subsequent versions of the program.		Program content and format somewhat reflect the contributions and interest of the cultural and social beliefs, practices, and norms of the target population.	Program content and format reflect, and are continually informed by, cultural and social groups impacted by the program, and often include an analysis of oppression and/or methods to empower historically oppressed groups of participants.	

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: socioculturally relevant (Nation et al, 2003).



**Guideline 8: Develop prevention strategies that include a systematic method to determine program effectiveness and promote continuous quality improvement.\***

Does the program...	Low	Moderate or Mixed	High
	12	3	45
a. Have a mechanism in place to generate process measures?	Program does not use process measures or data, though there may be a cursory, informal process assessment.	Program may or may not have an established process evaluation plan. Process evaluation is conducted, but the resulting data is only consulted occasionally to improve content and format.	Program has an established evaluation plan. Process evaluation is regularly conducted, and the resulting data is used to continually improve content and format.
b. Have a mechanism in place to generate outcome measures?	Program does not use outcome measures or data, although there may be a cursory, information outcome assessment.	Program may or may not have an established outcome evaluation plan. Outcome evaluation is conducted, but the resulting data is only consulted occasionally to improve content and format.	Program has an established evaluation plan. Outcome evaluation is regularly conducted, and the resulting data is used to continually improve content and format.

**Total Score: \_\_\_\_\_**

\*Corresponding characteristic of effective prevention programs: outcome evaluation (Nation et al, 2003).

## Guideline 9: Develop prevention strategies that have relevant supporting curriculum materials and adequate support for curriculum instructors.\*

Does the program...	Low 1 2	Moderate or Mixed 3	High 4 5
a. Provide an effective instructional model for teachers?	Program materials rarely guide teachers in using an effective health education instructional model to organize and sequence learning experiences.	The materials occasionally guide teachers in using an effective health education instructional model to organize and sequence learning experiences.	The materials frequently guide teachers in using an effective health education instructional module to organize and sequence learning experiences.
b. Support teachers' use of effective teaching strategies?	The materials suggest few effective teaching strategies	The materials suggest some effective teaching strategies	The materials suggest many effective teaching strategies
c. Provide support for the work teachers do?	Materials provide little support to help inform and enhance instruction	Materials provide some support to help inform and advance instruction	Materials provide comprehensive support to help inform and enhance instruction.

**Total Score:** \_\_\_\_\_

\*Corresponding characteristic of effective prevention programs: well-trained staff (Nation et al, 2003).